

MULTIPLE INTELLIGENCE AND ANDERSON'S/BLOOM'S TAXONOMY

BULLYING ACTIVITIES

MULTIPLE INTELLIGENCES: SEVEN WAYS TO BE SMART	ANDERSON'S REVISED / BLOOM'S TAXONOMY: SIX THINKING LEVELS					
	REMEMBERING	UNDERSTANDING	APPLYING	ANALYSING	CREATING	EVALUATING
VERBAL / LINGUISTIC	List all the ways to help stop bullying that you can think of.	Find an article to do with bullying on the NZ Herald website. Summarise what it is saying about bullying. www.nzherald.co.nz	Write a commercial explaining ways to help students who are being bullied.	Using your list of ways to stop bullying from 'Remembering', organise them into positive and negative solutions.	Create a limerick about bullying. Go to this site to see some examples of limericks. http://volweb.ufl.edu/school/belldford/harrisms/limerick.htm	Choose five ways to help stop bullying and evaluate their usefulness in a real life situation.
MATHEMATICAL / LOGICAL	Find and record at least five statistics involving bullying within New Zealand	Create a slogan to encourage anti-bullying, put it into a code, e.g. A=1, B=2 etc.	Conduct a survey and graph how many people in your family have experienced different types of bullying (e.g. emotional, physical, etc.)	Find high-profile cases of bullying that have occurred since July 2007 in NZ. Group these together to find out which area in NZ has the most cases. Why do you think this is?	Create a dingbat to do with bullying. See this website for ideas on what a dingbat is. http://www.at-berlin.org.uk/education/berlin/bender_dingbat.htm	Rate how you feel about bullying in general, and give at least five reasons for this.
VISUAL / SPATIAL	Draw a picture of a time when you were bullied or witnessed bullying. Try not to use words, but show what is happening through the images you use.	Classify ways of bullying with their matching solutions, highlighting those that you've used or seen before.	Illustrate a slogan you know of for anti-bullying with a suitable picture that could be understood without using words.	Draw a stereotype that you are familiar with. Think of someone you know who breaks this stereotype and draw a picture of them next to it.	Using only colour and patterns, (no specific images) create an A4 picture of what bullying feels like, or what anti-bullying feels like.	Assess which activity has been the most effective or interesting bullying activity on this rubric and why this is.
BODILY / KINESTHETIC	Act out a bullying scenario without words, (mime) and solve the problem the characters face. See if a peer can work out the scenario.	Use sign language to explain to someone a positive solution to bullying. www.iidc.indiana.edu/cedir/kidsweb/asl.html	Using words and pictures from a magazine or newspaper make a collage which portrays what bullying or anti-bullying means to you.	Interview a friend about their opinions of people who bully others, and bullying in general. Summarise your findings.	Create a skit about how to stop bullying using a positive solution.	Interview others as to which of these activities on this rubric they found most helpful or interesting and put them into a graph.
MUSICAL / RHYTHMIC	Find a song that deals with bullying and listen to it. Record the lyrics in your book and see if you can analyse what the song is trying to tell you.	Write a poem which could be turned into song lyrics about anti-bullying. Set it to a well known tune if you can.	Make up a rap about anti-bullying. You might be able to set it to the rhythm of an existing rap song.	Compare two sets of song lyrics that deal with bullying, deciding which has the greatest impact and why.	Compose a jingle to encourage peers to help prevent bullying.	Judge the jingles of others, and be prepared to justify your thoughts.
INTERPERSONAL	With a partner discuss ways of avoiding situations where bullying might occur. How else can problems be solved without bullying? Write at least five ways down in your health book.	Make a list of anti-bullying words and play hangman with a classmate using those words. You may like to challenge yourself and use slogans for anti-bullying instead of words.	With a partner, brainstorm all of the words that come to mind to do with bullying. Think of an interesting way of presenting these words.	Survey the class to find out the ways they know of to stop bullying or what they already know about bullying.	Create a board game that teaches primary school students about how they can include everyone.	Play some of the games of other students and make a list of positive and constructive improvements. Discuss these with the creator of the game so that they can make changes.
INTRAPERSONAL	List the top ten ways of helping a friend who is being bullied in your health book.	Create a close exercise about stopping bullying. See if you can get someone to fill it in! See http://www.lakemummar-p.schools.nsw.edu.au/cloze/others/jennings.htm for an example.	Using what you know about bullying, write a help file to assist someone who is being bullied.	Put strategies to stop bullying in order of what is easiest or most effective to do.	Map out a plan on how you could stop bullying or help someone who is being bullied. Write it out as a STAR goal. Specific, Time related, achievable and realistic.	Consider everything you have learnt about bullying. Write a list of areas you could improve on to stop bullying others in anyway.